

DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 3 Communication and Platform Skills

SUGGESTED TIME: 3 hours

TRAINING AIDS NEEDED: Overhead projector, podium, slide projector, workbook, transparencies (12).

OBJECTIVE(S): Upon completion of this unit you will be able to do the following:



- Describe the role of an instructor in training.
- List and describe six words that will help you to be a good instructor.
- Use interactive instructional communication.

UNIT OVERVIEW

Purpose: To develop the personal skills needed to communicate effectively with a group of students in a training situation. This is the first building block in developing effective instructors.

General Guidance: Remember these are adults. Use the principle of **lead to discovery**. Much of what is presented in this unit is not new to them. It only needs to be organised and put in the context of training. Maintain a high energy level during this presentation.

Cautions: It is real easy to get off track and exceed the time. Don't try to teach the rest of the course here. Where appropriate, mention the units to come later. Using the "File" here can defer those questions and subjects that will be covered later in the course. Keep the exercises short and on track. Don't run into the participants preparation time at the end of the day.

A/V AIDS	OUTLINE	NOTES
 	<p>1. Introduction</p> <p>1.1. Introduce self and assistant.</p> <p>1.2 Present unit objectives. Tell the participants that the test for this unit will be the performance on their presentations.</p> <div><p>COMMUNICATION AND PLATFORM SKILLS</p><p>Upon completion of this unit you will be able to do the following:</p><ul style="list-style-type: none">• Describe the role of an instructor in training.• List and describe six words that will help you to be a good instructor.• Use interactive instructional communication.</div>	

There is no written test. The test for this unit is the first presentation.

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<div data-bbox="209 327 363 483">Group Response Flip charts</div> <div data-bbox="205 931 352 1155"> <div data-bbox="209 931 352 1043">FC 3-1</div> <div data-bbox="225 1043 352 1155">TR 3-2</div> </div> <div data-bbox="225 1245 363 1491"> <div data-bbox="225 1245 363 1379">WB 3-2</div> <div data-bbox="225 1379 363 1491">TR 3-3</div> </div>	<p>1.3. Ask the question "What is the role of the instructor" Have participants take a minute to fill in the blank on the top of WB 3-2, then share with the group. Use assistant instructor to record.</p> <p><i>Following are our ideas on the role.</i> <i>Contribute to and facilitate the learning of an individual. The process is easier, more productive and more focused.</i> <i>Adults are responsible for their own learning. Instructors are responsible for preparation.</i> <i>Facilitate, motivate, guide, instruct & evaluate</i> <i>Stress the need to "lead to discovery - not "I am the teacher".</i></p> <p>1.4. How can an instructor fulfil this role. That's what this course is about. This unit is about communication and platform skills. What do we mean by communication and platform skills? Ask participants for ideas on subject.</p> <p>Suggest that the letter P (for Presentation) is a reminder for making a good presentation.</p> <div data-bbox="435 1032 1166 1151"> PLAN, PREPARE, PERSONAL, PRESENTATION, PRESENCE & PARTICIPATION </div> <p><i>These are in the workbook so don't ask the class to create a list.</i></p> <p>2. Presentation 2.1. Plan</p> <div data-bbox="614 1223 1038 1480"> PLAN <ul style="list-style-type: none"> • Content • Visual Aids • Exercises </div> <p>2.1.1. Content Consider the material to be presented. Is it knowledge or skill based? Technical or conceptual? Does it have a clear purpose and objectives? What do you want to do and the participants to learn? What is the relationship to the audience?</p> <p>2.1.2. Visual aids Do they support the content and aid learning? Do they explain or simplify and are they understandable?</p> <p>2.1.3. Exercises Will they support and reinforce the learning? Are they just there for something to do or are they used to practice knowledge or skill presented?</p>	<p>Notes for the instructor.</p> <p>Put up a flip chart with P's and leave up.</p> <p>Selectively reveal your TR's</p> <p>From Unit 2. Unit 4 will explain purpose and objectives. Unit 6 is about visual aids.</p>

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<div data-bbox="240 360 378 468" data-label="Text"> <p>TR 3-4</p> </div>	<p>2.2. Prepare</p> <div data-bbox="619 336 994 564" data-label="List-Group"> <p>PREPARE</p> <ul style="list-style-type: none"> • Lesson Plan • Visual Aids • Practise </div> <p>2.2.1. Lesson plan The road map for the instructor. Contains the main points of the lesson and organises the materials, aids and exercises.</p> <p>2.2.2. Visual aids Quality visual aids will help with confidence. They should be prepared with care and follow the guidelines.</p> <p>2.2.3. Practise A physical run through with visual aids and equipment. Check the time. Adjust the material.</p>	<p>Unit 5 is on lesson plans.</p> <p>Unit 6 is on preparing and using visual aids.</p>
<div data-bbox="240 1014 378 1122" data-label="Text"> <p>TR 3-5</p> </div>	<p>2.3. Personal</p> <div data-bbox="635 985 1026 1344" data-label="List-Group"> <p>PERSONAL</p> <ul style="list-style-type: none"> • Dress • Playthings • Attitude • Visualisation • Perception </div> <p>2.3.1. Dress Should be appropriate and respectful for the audience and the subject. You should be comfortable.</p> <p>2.3.2 Play things. Related to dress but deserving special mention is to remove those things you can play with and cause distractions-keys, coins, pointers, etc.</p> <p>2.3.3. Attitude Be positive, upbeat and supportive. Show you are at ease and enjoying yourself.</p> <p>2.3.4. Visualisation Research shows visualisation as a powerful tool to improve performance by athletes.</p> <p>People tend to be more successful if they have some vision or picture of what they want and if they spend some time practising seeing themselves being successful.</p>	<p>NOTE: This is PERSONAL not PERSONALITY.</p> <p>CAUTION: Control is easily lost. Be ready to refocus.</p> <p>Take enough time for understanding. Concept must be understood before moving on.</p>


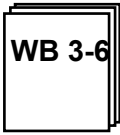
A/V AIDS	OUTLINE	NOTES
<div data-bbox="217 544 360 611" data-label="Section-Header"> Exercise </div> <div data-bbox="217 1653 360 1760" data-label="Text"> TR 3-6 FLY </div>	<p>The technique amounts to no more than closing your eyes and seeing yourself doing the things that you plan to do during your presentation. Mentally walk through your actions. Picture yourself using the visual aids, interacting with the participants and moving around the room.</p> <hr/> <div data-bbox="587 544 973 577" data-label="Section-Header"> VISUALISATION EXERCISE </div> <p>Objective: The participants will be able to use a visualisation technique to prepare themselves to be successful as a presenter.</p> <p>Exercise:</p> <p>"Tomorrow you have a presentation to make. Pretend that you have been assigned this room in which to make the presentation. Look around the room and get an impression of the front of the room.</p> <p>Sit comfortably in your chair, feet on the floor. Close your eyes and relax.</p> <p>Take a couple of deep breaths and visualise yourself making your presentation. Identify how you would rearrange the room. Where would you stand? What moves would you make?"</p> <p><i>Allow 2 minutes for the participants to visualise, then solicit participant comment.</i></p> <p>"What did you discover during your visualisation? Did you rearrange the room? Did you change your presentation? Did you open your eyes to get more information about the room?"</p> <hr/> <p>2.3.5. Perception exercise (omission, distortion, purpose) The following transparencies will demonstrate how our perceptions can affect what we see and learn and why an instructor should be aware of what the participants perceiving is influenced by their knowledge and experiences.</p> <p>What we see can depend on where we focus. When I put the first transparency on the screen, (<i>emphasise</i>) try to identify the black objects. <i>Allow a few seconds for the participants to adjust their eyes.</i> What do you see?..... (<i>pause for responses</i>)</p>	<p>5 minutes</p> <p>10 Minutes</p> <p>Assist the participants with "seeing" and understanding the images.</p>

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<div>TR 3-6</div> <div>FLY</div>	<p>Now focus on the white space. What do you see now?.....<i>Most will see the word FLY. You may have to point out the word on the screen for some.</i></p> <p>What does this tell us as instructors? Our participants may see things differently then we do because of their focus or bias. <i>(Projector off)</i></p> <p>The next slide will demonstrate how when we focus on one point of view it is difficult to see another. <i>(Projector on)</i></p>	
<div>TR 3-7</div> <div>Woman</div>	<p>Some of you will see an old woman. Others will see a young woman. You can not see both at the same time. <i>You will have to point out the two women for some participants. Make sure all see both before proceeding.</i> <i>(Projector off)</i></p>	
<div>TR 3-8</div> <div>Planes</div>	<p>What we see can be affected by our mind set and recent experience. Look carefully at the next slide. I will leave it on for five seconds. <i>(Projector on)</i></p>	
<div>TR 3-9</div> <div>Question</div>	<p><i>Show slide for 5 seconds, then turn projector off. Put on question transparency and turn projector on.</i></p> <p>Wait a few seconds and then ask “What did you see?”... Ask for several responses. <i>(Projector off)</i></p>	
<div>TR 3-8</div> <div>Planes</div>	<p>Lets look at the slide again. <i>(Projector on)</i> Why were there different responses to the same slide?....<i>Discuss how participants backgrounds and current events may affect what they see and report - 2-5 minutes.</i> <i>(Projector off)</i></p> <p>Participants in training come with different perceptions and attitudes. It is very important that instructors be aware of these differences. These few images have attempted to depict some of the kinds of differences. For example, a student that has been directed to attend a training course will have a vastly different attitude then someone who has requested to attend. What are some of the other differences we may encounter.</p>	

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<div data-bbox="207 378 344 486">TR 3-10</div> <div data-bbox="236 1281 344 1402">HO 3-1</div> <div data-bbox="207 1576 344 1684">TR 3-11</div>	<p data-bbox="400 344 1133 378">This is the best place to switch instructors if team teaching.</p> <p data-bbox="400 414 600 443">2.4. Presentation</p> <div data-bbox="643 421 1027 685"> <p>PRESENTATION</p> <ul style="list-style-type: none"> • Energy • Style • Activity • Equipment • Support Material </div> <p data-bbox="426 694 584 723">2.4.1. Energy</p> <p data-bbox="454 725 1150 824">Get mentally and physically prepared your for presentation. Use a level appropriate for the subject-time of day-audience.</p> <p data-bbox="426 831 560 860">2.4.2. Style</p> <p data-bbox="454 864 1067 963">What is your style? Laid back, relaxed, active? Use a style appropriate for the audience and one you feel comfortable with and promotes interaction.</p> <p data-bbox="426 969 687 999">2.4.3. Activity/posture</p> <p data-bbox="454 1003 1157 1137">Consider your movement; sitting, pacing, standing-relaxed. Should you use a lectern/podium-they can be bad. Try it out and have someone observe. How will you use your notes-it is OK to use notes.</p> <p data-bbox="426 1144 632 1173">2.4.4. Equipment</p> <p data-bbox="454 1178 1145 1344">Know how to operate effectively. Avoid distractions and check visibility of A/V from audience point. Know where you are in the room in relationship to the visual aids. Remove them when they are not needed.</p> <p data-bbox="426 1350 1056 1379">2.4.5. Support materials/assistants/resource personnel.</p> <p data-bbox="454 1384 1150 1552">Pass out handout 3-1 with no holes. Keep on talking about something while they are being passed around. After someone speaks up. Ask what is wrong with what you did. The answer is that no one listened to you while the handout was being passed out - it was a distraction.</p> <p data-bbox="454 1559 1128 1624">Discuss the use of assistants or other support personnel in support of the training.</p> <div data-bbox="620 1641 975 1899"> <p>PRESENCE</p> <ul style="list-style-type: none"> • Voice • Vocabulary • Pace • Non-verbals • Communication </div>	<p data-bbox="1214 1375 1334 1404">2 Minutes</p> <div data-bbox="1201 1438 1374 1588"> <p>Certificate to winner HO 3-2</p> </div>

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<div data-bbox="252 779 371 913" data-label="Image"> </div> <div data-bbox="237 1070 391 1142" data-label="Section-Header"> <p>Exercise</p> </div>	<p>2.5. Presence</p> <p>2.5.1. Voice Demonstrate the characteristics of monotone, inflection, rate, projection.</p> <p>2.5.2. Vocabulary Discuss the use of big words, long sentences, grammar, terminology, acronyms, fillers and buzz words. Dialect vs. standard English.</p> <p>2.5.3. Pace The rate that information is dispensed. New concepts mean slower pace. Reviews can be faster <i>Get FEEDBACK to check on participant reception. Be aware of participant body language.</i></p> <p>2.5.4. Non-verbals Some research says 65% of communication is nonverbal. Some may be unique to a particular country or culture. Ask if non-verbals are important to training. Discuss why it is important to learn the non-verbals of different cultures.</p> <p>2.5.5. Communication exercise Divide the group into 2's (number 1 and 2) and have them face each other sitting in their chairs.</p> <p>Part 1 Have one participant sit on their hands and describe a hobby to the other participant.</p> <p>After 1 min. tell them they can stop sitting on their hands, then ask each participant "How did that feel?"</p> <p>The participants now switch roles.</p> <p>Part 2 The participant who was sitting on their hands describing their hobby now closes their eyes while the other participant describes their hobby.</p> <p>After 1 min., ask each participant "How did that feel?"</p> <p>What do these two exercises tell us about communication? Answer: The importance of non-verbals and eye-control.</p> <p>2.5.6. Communication barriers Briefly review the barriers on WB 3-5. Discuss how they relate to training presentations.</p>	<p>Review samples on page WB 3-3</p> <p>10 Minutes</p> <p>Give the instructions carefully and slowly</p> <p>Select someone who was having problems.</p>

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<div data-bbox="201 315 339 423">TR 3-12</div> <div data-bbox="213 808 344 963">Flip Chart</div> <div data-bbox="194 1050 341 1122">Exercise</div>	<div data-bbox="646 315 1002 546"> PARTICIPATION <ul style="list-style-type: none"> • Exercises • Feedback • Active Listening • Instructions </div> <p data-bbox="395 571 600 600">2.6. Participation</p> <p data-bbox="427 600 612 629">2.6.1. Exercises</p> <p data-bbox="453 636 1056 701">Involving participants in the presentation reinforces learning. Must be relevant & interesting.</p> <p data-bbox="427 703 612 732">2.6.2. Feedback</p> <p data-bbox="453 739 1021 804">Adjust presentation based on feedback. Evaluate learning/instruction, reinforce learning.</p> <p data-bbox="427 806 1102 835">2.6.3 Active listening techniques to encourage interaction.</p> <ul data-bbox="469 842 1139 1048" style="list-style-type: none"> • Reflection - say it back exactly as you heard it. • Paraphrasing/rephrasing - say it back as you understood it. • Boomerang - don't answer, pass the question back to questioner or another participant. • Question - ask for more information for understanding. <p data-bbox="427 1084 970 1113">2.6.4. Giving Instructions-Paper Fold exercise.</p> <p data-bbox="453 1155 807 1184">Instructions (Give carefully)</p> <p data-bbox="453 1191 1018 1220">Ask the participants to follow these instructions.</p> <ul data-bbox="517 1261 1139 1603" style="list-style-type: none"> • "Take the blank sheet of paper, (pause) and • Fold the paper in half. • Now tear off the upper left corner. • Now fold the page in half again. • Tear off the lower right corner. • Fold the page in half one more time and tear off the lower left corner. • Now unfold the paper. • OK, let's see what we have. • What happened." <p data-bbox="453 1641 1152 1738">Discuss the importance of giving clear/accurate instructions and what can happen when they are not clear and there is no feedback.</p> <p data-bbox="453 1744 1110 1841">Instructions must be precise and clear. Repeat if not understood to avoid misunderstanding. Time is lost, and learning is not reinforced if students get confused.</p>	<p data-bbox="1193 1077 1315 1106">3 Minutes</p> <p data-bbox="1177 1155 1401 1361">Have used paper available for exercise and hand out prior to beginning of exercise.</p> <p data-bbox="1187 1653 1369 1787">Relate to other training courses such as First Aid.</p>

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<div data-bbox="245 360 384 472">  TR 3-1 </div> <div data-bbox="261 714 381 848">  WB 3-6 </div>	<p>3. Review</p> <p>Review the unit objectives and how they relate to the course objectives and the participants first presentation.</p> <p>Remember the test for this unit is your performance on your presentations. The different types of testing will be discussed in unit 11 Testing and evaluation.</p> <p>Review the P's of PLAN, PREPARE, PERSONAL, PRESENTATION, PRESENCE & PARTICIPATION.</p> <p>Note that on WB 3-6, there are some tips for success in making a presentation.</p> <p>Turn class over to the end of day critique leader.</p>	